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ABSTRACT

The human relations unit, focusing on the affective domain, is designed for grades pre K-4, but is applicable to junior high grades. Objectives are to help children develop self confidence, self awareness, and social interaction skills. Teaching/learning strategies emphasize interaction among teacher and student, and group communication. A unique feature of the program is the "Magic Circle" discussion and activity session which encourages two-way communication and deals constructively with emotions. Topics and activities of these sessions are fairly structured, presented in a given sequence, and enforce certain rules. The content of the program involves the children's own experiences. Basic information on the program is provided in five sections: 1) Goals and objectives; 2) Content and materials; 3) Classroom action which includes a typical lesson, evaluation of students, and role of classroom personnel; 4) Implementation: requirements and costs; and 5) Program development and evaluation. (SJM)

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HUMAN DEVELOPMENT PROGRAM

Program Report

Samuel N. Henrie

SP 005 315

Information/Utilization Division
Far West Laboratory for Educational
Research and Development
Berkeley, California

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BASIC INFORMATION

Program Name:
Human Development Program (HDP)

Format:
Six-week units alternate among the three basic themes; one week subunits built around sub-topics; daily lesson plans.

Uniqueness:
This program helps children understand, accept and constructively express their emotions. It operates exclusively in the affective domain, but has been shown to foster cognitive growth. The structured, group process carried out in the "Magic Circle" differs greatly from other types (i.e., sensitivity, encounter, psychotherapy, etc.), in that negative criticism, acting out, or any kind of impolite or damaging interaction is not allowed.

Content:
The content is based upon the work of Horney, Sullivan, Anna Freud and others of note in the mental health field who have found that the processes underlying the themes of the program, self awareness, effectiveness, and social interaction are foundations for a successful and happy life.

Suggested Use:
Complete program in emotional health.

Target Audience:
Students of all abilities, grades pre K-4; has been successfully adapted for use in junior high school.

Length of Use:
Daily lessons of 15-45 minutes throughout each year of the program.

Aids for Teachers:
Lesson guide for each grade level containing daily lesson plans; Theory Manual; Developmental Profiles for evaluating and recording student progress; teacher training workshops.

Availability:
Levels A (pre K) through IV (grade 4) available; an adaptation for institutionalized teenagers also available.

Director/Developer:
Harold Bessel and Uvaldo H. Palomares, Human Development Training Institute, San Diego, California.

Publisher:
Human Development Training Institute, 4455 Twain Avenue, Suite H, San Diego, California 92120 (714) 442-9243.

Information in this report current as of October 1972

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INTRODUCTION

A teacher, sitting in a circle with a dozen or so kindergarten children, tells them he is holding an invisible, magic box which has things in it that can make one feel good. To each child in turn he says, "Tell what is in the box to make you feel good." Responses are enthusiastic: "Ice cream, because it makes my teeth feel cold," "A birthday cake. My birthday party was last week." This is a session of the MAGIC CIRCLE, the discussion group through which the Human Development Program promotes self awareness, confidence, and social skills in children. HDP is an important attempt to apply in a curriculum what psychology has learned about the foundations of a healthy personality. Its developers, Dr. Harold Bessell, a psychotherapist, and Uvaldo Palomares, an educator and psychologist, have skillfully interwoven their disciplines to produce a complete program to help children develop self confidence and habits of personal effectiveness and responsibility. The program differs from most others in its field in two respects. The content of the program is the children's own experiences rather than readings or stories about other children. And, the method resembles modern group process approaches (except for its specification of topics and controlled interaction). These important differences put heavy demands on the teacher for self awareness, willingness, and skill in establishing communication with children on emotional as well as rational levels, and for skill in stimulating and managing group processes. To help teachers prepare themselves, the developers have designed workshops and institutes which are offered through the Institute for Personal Effectiveness in Children.

1. GOALS AND OBJECTIVES

1.1 Long-range goals.

HDP has three major goals:

a. To help children develop self awareness. This goal implies awareness of thoughts, feelings, and motivations behind actions. Through the discussions and activities, children learn to organize their experiences and to recognize the self deception of such defense mechanisms as repression, denial, withdrawal, over-compensation, and projection. They discover ways in which a fuller awareness can help them solve their basic human problems.

b. To help children develop self confidence. The program helps students to know their own abilities and gain confidence in using them. The developers recognize that fear of failure is a major barrier to creativity and learning in children. Many activities are designed to help them gain courage to try and to persevere.

c. To help children develop social understanding and skills. The need for acceptance is fundamental; yet, many children became withdrawn or hostile due to lack of social skills. As children learn to understand the themselves, through the HDP, they are also learning to understand others and to interact in constructive, positive ways with them.

1.2 Terminal objectives.

The objectives are presented here along with the MAGIC CIRCLE groupings and strategies because these are interrelated. In a program that is so deeply concerned with process the strategy is an integral part of the objectives.

Levels, Group Arrangements, Strategies, and Objectives[1]

Grade	Groupings	Strategies	Objectives
Preschool	Single Circle 8-14	Encouragement to talk, listen, succeed.	Improve ability to sit still, listen, and express; develop self confidence and understanding of interpersonal interaction. Tolerance for individual differences.
Kindergarten	Single Circle 8-14	Talk, listen, succeed. Deal with negative as well as positive aspects.	Develop self control and self confidence. Increase understanding of social interaction; individual differences, tolerance. Increase verbal expression and listening skills.
First	First One Circle 8-14; then add self controlled outer ring till whole class is in two rings.	Discuss ambivalence in feelings, thoughts, behaving; effective and ineffective behavior; reality and fantasy. Social variables of inclusion, exclusion, warmth, coldness decision making. Begin leadership experiences.	Effective self control, ability to comfortably experience ambivalence, improve reality testing, self confidence, effective meeting of needs, increase responsibility, tolerance, empathy, skill in making helpful suggestions. Sharing in decision making and recognition of leadership abilities.
Second	Whole class in concentric rings. Teacher and child leaders alternate.	Teacher leads one-third of new sessions. Child leaders are guided by teachers in remainder. Continued presentation of awareness, coping, social interaction. Character development is hastened by challenge, commitment, and confrontation of peers.	Effective self control, articulation of wide range of experiences in positive and negative feelings, thoughts, behavior. Self confidence, positive self concepts, personal pride, esteem. Distinguish between reality and fantasy. Motivation to be responsible, productive, kind. Share in decision making. Leadership as service, not exploitation. Ability to make helpful suggestions to guide leaders to better functioning.
Third	Whole class in concentric circles. Teacher and child leaders alternate.	Further challenge to self sufficiency, integration, honesty. Emphasize awareness, responsibility, keeping commitments. Challenge to overtly recognize differences between and interest across the sexes.	Self control as a matter of personal pride. Verbal facility, skillful and tolerant listening. Ability to tolerate ambivalent feelings in self and others with skill in detecting discrepancies between verbalizations and performance. Wise decision making and responsible, constructive leadership. Courage in taking the initiative to build good social relationships.

2. CONTENT AND MATERIALS

2.1 Content focus.

There is no body of facts or operationally defined skills in the HDP. The subject matter is the life experience and feelings of each child, enriched by the experiences and feeling recounted by others in the MAGIC CIRCLE and by the new experiences that occur in the CIRCLE sessions. The focus is on the emotions connected with experience--the children's "fears, dreams, wishes, feelings, hurts, fantasies ..." The skills learned are those needed for self understanding and appreciation, to act with self confidence, and to interact constructively with others.

This purposeful focussing on the real experiences of participating children does not mean that the program lacks structure, however. The themes and topics have been carefully selected and the activities have been pilot tested before inclusion into the teacher's *Lesson Guide* in the form of daily lesson plans.

2.2 Content and organization of the subdivisions.

The program is organized around its three main themes: awareness, mastery, and social interraction, with units of approximately six weeks in length alternating among these themes. In this way the curriculum is spiral, dealing with the same basic material in more complex forms at each appearance.

The following are examples of some unit titles and weekly subtopics. (For a complete eight-page listing see the *Theory Manual*.[2])

Level A (preschool)

Unit 1: Six Weeks on Awareness: Feelings, Thoughts and Behavior (Simple and Mixed)

Week 1: Pleasant Feelings
Week 2: Pleasant Thoughts

Unit 2: Six Weeks on Mastery (weeks 7-12)

Week 10: Mastery in Performance Skills
Week 11: Mastery in Personal Hygiene (Dressing and Health)
Week 12: Mastery in Social Comprehension (game of I Can Make You Feel Bad or Good)

Unit 3: Six Weeks on Social Interaction (weeks 13-18)

Unit 4: repeat Unit 1 (weeks 19-24)

Unit 5: Mastery (advanced) (weeks 25-30)

Unit 6: repeat Unit 3 (weeks 31-36)

Level B (kindergarten)

Unit 3: Six Weeks on Social Interaction (weeks 13-18)

Week 15: Understanding Approval-Getting Behavior (Can You SHOW What You Did That Someone Liked?)
Week 16: Understanding Disapproval-Getting Behavior (Can You SHOW What You Did That Someone Disliked?)
Week 17: Learning To Offer Kind Behavior (What Could I Do For You?)

Level 1 (first grade)

Unit 4: Six Weeks on Awareness: Reality and Fantasy (weeks 19-24)

Week 19: Telling About Wishes
Week 22: Reality and Fantasy (Comparisons)
Week 23: Fears, Realistic and Exaggerated

Unit 9: Two Weeks on Mastery: Including Children's Choice and Child-Leader Training (weeks 33-34)

Week 33: Mastery: Responsibility and Honesty (Sample Activity: "I Did Not Do Something That I Was Supposed To Do.")

Level 2 (second grade)

Unit 3: Three Weeks on Social-Interaction (weeks 7-9)

Week 7: Social-Interaction Games (Sample Activity: "Somebody Told Me Something, But Did Not Mean It.")
Week 8 and 9: Social-Interaction Games, Children's Choice and Leadership Experience

Level 3 (third grade)

Unit 14: Two Weeks on Mastery: Responsibility and Effort (weeks 27-28)

Week 27: Mastery Games (Sample Activity: "How I Got Out Of Work And What Happened.")

Unit 15: Two Weeks on Social-Interaction: Relationships (weeks 29-30)

Week 29: Social-Interaction Games

Unit 16: Two Weeks on Awareness: Deceptiveness (weeks 31-32)

Week 31: Awareness Games (Sample Activity: "I Pretended I Was Listening, But I Really Wasn't.")

2.3 Materials provided.

Student materials. There are no student materials.

Teacher materials. Lesson Guides: For each grade level there is a *Lesson Guide* which contains introductory material, some suggestions for organizing and operating the MAGIC CIRCLE grouping appropriate for that level, and lesson plans for each day of the school year. The daily plans generally consist of a statement of the topic and subtopic and a description of the suggested discussions and activities for the session. Often these suggestions will outline verbal activities, or in some cases "games" designed to involve the children in the topic. Beginning midyear grade 1, the children take leadership of the circle at regular intervals, do the Lesson Guide contains special instructions at this point.

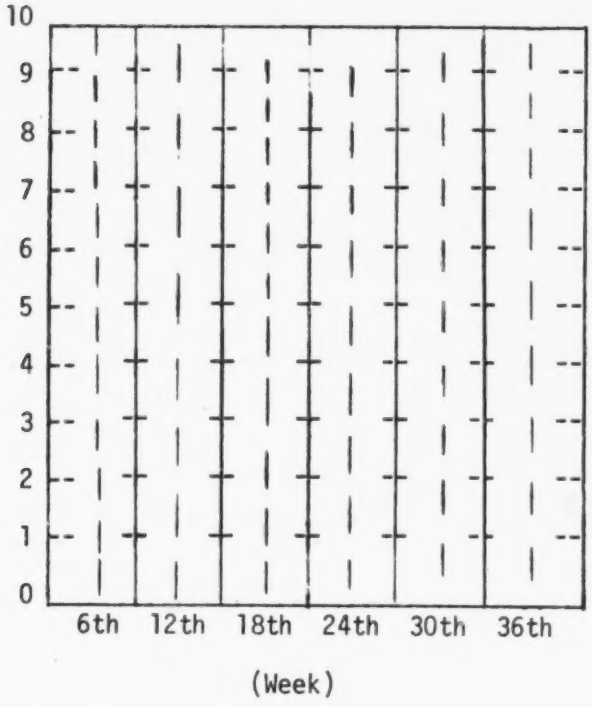
Theory Manual: This is a basic handbook for the teacher. The first section discusses the content and methodology of the HDP in detail. The second section reviews the philosophical and theoretical basis of the program and its major themes, self awareness, effectiveness and social interaction. This section synthesizes and applies the findings of many of the important theorists and clinicians in the field of child development and psychiatry in a simple, yet powerful way. It is essential study for the teacher who wishes to make the MAGIC CIRCLE work for his students.

Developmental Profile: A student progress rating instrument called the *Developmental Profile* is needed for each child each year. The Profile consists of six scales, two for each of the major themes: awareness of self, awareness-sensitivity to others, mastery-self confidence, mastery-effectiveness, interpersonal comprehension, and tolerance. The reverse side of the Profile contains operational descriptions of behavior and attitudes typical of children at various points on the scale (see Figure 1). At the conclusion of each six-week period the teacher marks the scale for each child, thus producing by the end of the year a graph of each child's progress on the six dimensions. The developers stress that the Profile is not a testing or reporting instrument and is not meant for student or parent use. Its purpose is to help the teacher objectify student progress and form a basis for diagnosing individual needs and improving the processes of the MAGIC CIRCLE.

HDP For Institutionalized Teenagers. This manual is a 1970 addition to the program which grew out of the developers' experience adapting HDP methods for use in correctional institutions for teenagers. They report that the manual has also been used successfully in public secondary school programs.

SOCIAL INTERACTION

Interpersonal
(1) Comprehension



SOCIAL INTERACTION

Interpersonal
(1) Comprehension

This trait assesses the child's understanding of how one person's behavior causes approval or disapproval of that behavior in another person.

(9) Very high comprehension. Child almost always recognizes the effect of any given behavior.

(7) Usually comprehends what the second person's reaction will be to the first person's behavior.

(5) Sometimes perceives the interpersonal effects, but just as often fails to comprehend how one person's behavior affects another person's attitude.

(2) Seldom comprehends interpersonal interaction. Usually at a loss in being able to see how one person's behavior affects another person's reaction.

(1) Virtually no comprehension of how a person's behavior causes attitudes in other people. Almost always fails to comprehend the interaction.

Figure 1: Sample Scale and Operational Descriptions from the *HDP Developmental Profile.*

3. CLASSROOM ACTION

3.1 Teaching/learning strategy.

In HDP there are no specific facts to learn or tasks to be accomplished. By contrast, when teacher and student are engaged in teaching/learning (reading skills, for example), both of them have to put aside feelings and ideas that might interfere--they must assume specific roles which often require suppression or distortion of real feelings. The accumulation of days crowded with facts and tasks tends to ritualize relationships and separate people from their real feelings. Since HDP does not exert these pressures it allows children and teacher the luxury of dealing with themselves and each other on a purely human level. The "subject matter" can be the most basic concerns the children hold regarding themselves and others, their ways of finding satisfactions in their lives, of asserting their individuality, developing self confidence, accomplishing what they feel is important to accomplish and giving and receiving respect and love.

By not concentrating on a set of new skills, the program allows refinement of the basic human skills of honest communication in which the listener responds to emotions as well as factual content and the speaker honestly communicates what he feels as well as what he means. Such communication is not easy and is based on a fair degree of self awareness. "Many adults walk around guessing about, missing, or ignoring the way the rest of the world feels; MAGIC CIRCLE children don't."[3]

The MAGIC CIRCLE seating arrangement of the Human Development Program evolved as the best means of encouraging person-to-person communication between all of the members of a group. There is no place to hide or prominent position from which to dominate the interaction. The communication lines between any two points are as short or shorter than they would be in any other open arrangement. In preschool and kindergarten levels, the circles are kept small--ten to twelve children and the teacher. Only a portion of an average-sized class can participate, so the teacher must arrange for more than one session and for other activities for the other portion of the class. Beginning in grade 1, the circle is gradually enlarged until the whole class participates at once. When increasing numbers cause the single circle to grow so large that the feeling of intimacy is lost, the developers recommend going to a double circle.

The discussions and activities of the MAGIC CIRCLE are themselves learning experiences in two-way communication and in dealing constructively with emotions. Timid and reticent children who are "drawn out of their shells" in the CIRCLE sessions continue to confidently involve themselves in the rest of the school day activities. Aggressive or compulsive children learn to wait their turn or to deal with others politely. In like manner the skills of listening and observing for both cognitive and affective message carry over.

The basic strategy is one of open dialogue which draws out honest expressions from children and deepens understanding by allowing each

participant to learn that others have similar experiences and emotions. The teacher constantly, but gently and unobtrusively, urges the children to examine their motives and honestly assess their thinking habits, prejudices and defenses. His comments and questions help them to recognize their personal strengths and accomplishments and to realize how success and recognition are achieved. The dialogue helps the children interpret their feelings about and experiences with other people, developing in them social insights and skills.

The developers have followed the lead of the children in calling many of the discussions and activities "games" even though they are not games in the strictest sense of the word. To young children, activities like presenting favorite objects to the class and discussing "How things can make me feel good" or discussions of "How I got into trouble" have a gamelike quality.

As the children demonstrate readiness, they are encouraged to take over leadership of certain MAGIC CIRCLE activities. Leadership skills are a natural outgrowth of the other attitudes and skills developed through the HDP, but the developers have found that they are acquired in stages. First the children observe the leadership behaviors of the teacher. Next they allow each child to volunteer to do certain limited tasks alone. When ready to try a whole session, a child sits next to the teacher, where, if the child falters, the teacher can step in for a moment to help him get re-established. Finally, after practice, he is able to lead a whole session with little help. Over a period of months, or even years, each child is prepared and has an opportunity to exert leadership.

The MAGIC CIRCLE differs from many other group processes in several ways. The topics and activities are fairly structured and are meant to be presented in the sequence given (see section 2.2 for a sample of topics and sequences). And, certain rules are enforced which facilitate desired interaction, but inhibit other kinds. The following three are presented during the orientation sessions of the CIRCLE and reinforced as necessary at every level of the HDP:

Rule 1 Everyone should sit quietly.

Rule 2 Only one person should talk at a time. That person will raise his hand and first get permission from the teacher or the child-leader. Then he can have his turn. The teacher wants everyone to have his say, but we must take turns.

Rule 3 We must listen. It does not do much good to talk to someone unless they are listening. It makes us feel bad if we talk and someone is giving his attention someplace else. To show that we are nice people, and are really interested in what a person is saying, we are going to be able at any time to repeat what that person just said.

Other explicit and implicit rules include prohibition of negative or destructive criticism and of "acting out" feelings through aggressive or other disruptive behaviors. The developers recommend that children who are completely unable to abide by these rules be given individual counseling and, if possible, professional help until they are able to function constructively in the group.

The second part of the *Theory Manual* contains a section on maladaptive behaviors (i.e. lying, stealing, aggression against self, etc.), which is designed to help the teacher identify the underlying problem and deal with it in the MAGIC CIRCLE.

For example, when the child shows revengeful behavior it is suggested the teacher identify the aggravating agent, which could be real or imagined, tell the child you know (when you are able to learn the cause) what it is that has made him unhappy, tell the child that you will see to it that such a thing, if it is really someone else's fault, will not happen again, help the child, if he has acted revengefully because of an imagined danger or insult, to see that he was guided by a fearful thought rather than by something real, tell the child with firmness that damaging an object (in his vocabulary) or hurting someone else is never allowed, and that we don't like ourselves when we do things like that. It should be noted that the dominant spirit of the program is positive; the emphasis is upon building strong and healthy personalities, rather than looking for problems to solve. Throughout section 2 of the *Theory Manual* the teacher will find general principles and specific suggestions for building awareness, self confidence, effectiveness, and social skills.

3.2 Typical lesson.

The following plan for a first grade lesson is taken directly from the Level I *Lesson Guide:*

UNIT 1

Week 4 - Having Mixed Feelings About Something

Friday - What I Like And Dislike About The Way I Do Things

For some children this has been found to be a fairly threatening subject. But, for other children there is very little threat.

No person likes everything about himself. And there are two possible kinds of fate for feelings of dislike about one's self. The most common is the unconscious mechanism of denial, which inevitably leads to symptom formation. The less common, but healthier pattern is to face the unpleasant reality openly, and consciously sustain the momentary pain and learn

a constructive alternate pattern to practice.

> Tell the children that no one is perfect. We all want to be better, and we can become better by being willing to look at ourself and see what it is that we like about ourself, and also, what we do not like about ourself.
>
> Give a genuine personal example, and then ask for a helpful idea as to how to improve. Seek as many helpful suggestions as you can get. When one arrives that you feel you can use, recognize it to the group and thank the child who offered it.
>
> Give every child a turn to tell what he likes about himself, and then, to tell how he dislikes the way he does something. Say, "The game is 'I Don't Like The Way I Do Something.'" Allow all of the helpful suggestions the children can think of for each person.
>
> Some children will be unable to think of anything because they are too scared, but their fear should be reduced by observing the others recognize some limitation, and they will be encouraged by hearing constructive suggestions.[5]

In a typical session the teacher opens with a review of things discussed in the last session and an introduction into the current day's topic. In the lesson outlined above, the teacher would probably introduce the topic by telling the children "No one is perfect . . . we can become better by being willing to look at ourself . . ." etc. This would be followed by a personal example and an invitation for the children to express their feelings and experiences.

As soon as the children have become involved, the emphasis will quite naturally shift to their lives and experiences; the ensuing discussion is the second phase of the session. The teacher or student leader attempts to keep the discussion lively and on target. He first calls upon those who are most outgoing and likely to do well, giving the more timid ones a chance to observe success. Others are brought in by saying "Has anyone else experienced the same thing?" "Do you have a question for . . .?" As the teacher or student leader calls upon students, he is careful to use their names, to listen attentively and maintain eye contact, and to express thanks for their contributions. Vigilance must be exercised so that feelings and personal expressions are not labeled as "bad" or "dumb" or that children become negative or derisive with each other in any way. In every class there will be both reticent and overtalkative children. The reticent can be encouraged to repeat what someone has just said or to whisper his contribution to the teacher or another student. The disrupter's need for attention can be recognized without blame by a touch or a hug, by letting him sit next to the teacher, or by asking "Tom, what did Jean just say?" Through all this the leader attempts to keep the group on the day's topic and to discourage any digressions that cannot easily return to the lesson.

Once all of the children who wish to make a contribution have done so, the leader can move into the last phase of the session, the summing up. "Let's see what we've talked about today . . . Jim said . . . which sounded like something Susan was saying . . ." A number of the children review what was discussed, giving their assessment of the value of the lesson, its application in their other persuits, and any other relevant comments. When the leader feels that the message of the lesson has been adequately reviewed, he thanks everyone and ends the session.

3.3 Evaluation of students.

Evaluation of progress towards awareness, mastery, and constructive interpersonal relationships is measured subjectively by the teacher using the *Developmental Profile*. This Profile employs a method devised by Champney, who found that by operationally describing the trait to be assessed and then by making qualitatively and quantitatively accurate descriptions of that trait along a continuum, he could make it possible for various raters to make reliable estimates of the degree to which subjects give evidence of the trait. There are six scales in the Developmental Profile: Awareness of Self, Sensitivity to Others, Self Confidence, Effectiveness, Interpersonal Comprehension, and Tolerance. The trait descriptions for each step on the scales are based on research done by the developers as they devised the Human Development Program. The teacher makes use of the scale by comparing his observations of the child with the trait descriptions, finding the one which most nearly describes the child's typical attitudes and behaviors. If he matches a description near the low end of the scale, this indicates little development on the trait. Hopefully, if the child assimilates the lessons of the MAGIC CIRCLE, his ratings will be higher each successive six weeks. Developers stress that the Profile is not a test or anything remotely resembling one. "Children never see a Developmental Profile; and I cannot help feeling that it would be somehow better if young children do not know that such an evaluative device exists." The Profiles are solely for the teacher's guidance in making graphic sense of the children's progress. They do, however, offer an excellent base for teachers to communicate meaningfully with parents, counselors, and other teachers about the behavior and performances of the individual children.

3.4 Role of the classroom personnel.

Teacher aides assist the teacher by supervising those students who are not in the MAGIC CIRCLE.

Administrators and supervisors can offer valuable support to the teacher and in interpreting the program to parents. The developers recommend that they take the training program along with teachers.

4. IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and training.

The program can be used with any classroom or school organizational pattern. It is workable in nongraded and continuous progress classes with minor modifications to ensure that students of various age levels progress through the program in the recommended sequence.

4.2 Student prerequisites.

No previous knowledge is required since the program is "affective" in nature and the content is the children's own experience. However, it is recommended that the children go through the program in sequence if possible.

4.3 Teacher prerequisites and training.

The teachers who are best prepared to use HDP are those who are aware of the emotional needs of children and who consciously work to create a supportive classroom environment and to help children gain a sense of their own worth. Such teachers will be carrying out many of the functions of the HDP with their students already and will welcome the aid which the program provides. Unfortunately, the program is most difficult to implement in classrooms that need it most, those in which the teacher is reluctant to deal with the affective side of education. "When some teachers are asked to extend their classroom competence beyond the multiplication tables or a sentence structure, they suddenly find themselves feeling limited as just plain people. They feel that they have almost no capacity as men or women to deal with children as whole beings rather than as 'students.'"[4] Inservice training is an absolute requirement for teachers, aides, and administrators who are not comfortable with affective education. It is strongly recommended for everyone involved in implementing the program. The demand for training in the theory and methods of HDP led the developers to establish workshops through the Institute for Personal Effectiveness in Children. (Workshops are available throughout the United States. For details, see section 4.4 of this report.)

4.4 Cost of materials, equipment, and services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
HDP Theory Manual	1 per class	Human Development Training Institute 4455 Twain Avenue, Suite H, San Diego California	$4.95	Reusable
Developmental Profile Sheets (set of 50)	1 set per class	Human Development Training Institute	$2.35	Yearly
Methods in Human Development Lesson Guide Level A (pre-school) Level B (kindergarten) Level I (grade 1) Level II (grade 2) Level III (grade 3) Level IV (grade 4)	1 per class per level	Human Development Training Institute	$7.95 for each level	Reusable
HDP for Institutionalized Teenagers	1 per group	Human Development Training Institue	$4.95	Reusable

Workshops and institutes are available through the Institute for Personal Effectiveness in Children (IPEC), a non-profit organization. Most institutes are held in three or four successive days, but many are held on successive weekends. It is recommended that one day in-service programs be scheduled during the school year following the initial institute to ensure maximum effectiveness. College credit in some cases may be arranged for institute participants only at extra charges. The scale that follows describes size/cost for HDP introductory workshops and full institutes:

Participants	Consultants*	2 Days	3 Days	4 Days	5 Days
15-23	1	$70	$80	$90	$100
24-46	2	68	78	88	98
47-69	3	66	76	86	96
70-92	4	64	74	84	94
93-115	5	62	72	82	92
116-138	6	60	70	80	90
Over 138	(1:23)	60	68	78	88

*Number of consultants participating in program.

Total cost per participant includes consultant fees, travel, etc., PLUS a *Theory Manual*, rating scales, and one level of lesson guides for each participant. Deduct $15 each if HDP materials are not needed. One day inservice programs cost $150/day for each "outside" consultant plus travel and expenses.

For further information or to make arrangements, contact Dr. J.K. Southard, Institute for Personal Effectiveness in Children, P.O. Box 20233, San Diego, California 92120.

4.5 Community relations.

Public understanding and support are desirable and a special effort should be made to inform parents and community about the program and its operation. The developers suggest parents should be advised of its goals early in the implementation process. In some communities this program may cause controversy. In one southern town it met opposition by a group which did not understand the program's objectives. In some West Coast communities controversy has been aroused by other programs which also use group techniques.

5. PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The Human Development Program grew out of Harold Bessell's 15 years' experience as a psychotherapist. He found his middle-aged patients still asking the questions so common in childhood, "Will I Get Hurt?" "Will I Fail?" "Will I Be Accepted?" and answering these questions for themselves in negative, destructive ways. Dr. Bessell wanted to see if effective, large-scale preventative measures could be undertaken that would assure healthy emotional growth, much as a sound, balanced diet contributes to the development of children who are physically healthy.

One of the major theoretical bases of the HDP is the personality development work of Karen Horney. She has demonstrated that basic drives to achieve, get approval, and gain self confidence are very important. Children who can increase their effectiveness and at the same time gain approval from adults or peers develop healthy personalities. Such emotionally healthy children do not shrink from reasonable challenges. Motivated by experiences of success, they are positive and open in their personal lives. The program also draws upon the work of another noted psychiatrist, Harry Stack Sullivan, who describes the "delusion of uniqueness" which prevents many children from understanding themselves and communicating with others. Emphasis on awareness and social interaction helps dispel such destructive notions. In the MAGIC CIRCLE, children learn that others also have fears, resentments, and wild fantastic notions, and that people can and do turn these emotions and ideas to constructive ends. The developers also used many other sources of theory and practice including the work of Alfred Adler, Otto Feniche, Anna Freud, Susan Isaacs, Katherine Bridges, Richard Crutchfield, William C. Schultz, and others.

5.2 Program development.

Beginning in 1962, Harold Bessell, Uvaldo Palomares and others took time from their practices and occupations to work on the program. As lessons were evolved they were field tested in the Twin Trees Nursery School of La Jolla, California, through the cooperation of Mrs. Anna Lourd. The testing resulted in revision of many of the lessons, discarding of some, and conceptualization of new ideas and techniques, including the MAGIC CIRCLE, the rating scales, and teacher training programs. After five years of development, the pre-school and kindergarten programs were made available to schools. In subsequent years, materials were developed for grades 1 to 4, tested for practicality in local schools, and published. The project is still active. A recent outgrowth of the project is the adaptation of the program for use with institutionalized teenagers.

The project now operates through two institutes, the Human Development Training Institute, which develops and distributes the programs and

materials, and the Institute for Personal Effectiveness in Children, which offers the pre- and inservice training and consulting services.

5.3 Program evaluation.

No formal evaluation of the program has been carried out as a part of the project due to lack of funding and to the difficulties involved in testing affective changes. The developers have been scrupulous in pilot testing and improving the program, but this work has been clinical rather than statistical.

5.4 Independent evaluations.

Several Head Start and other kinds of projects have used the HDP as a component in a program and have reported positive results. Evaluation of a Head Start program in Odessa, Texas showed significant gains of the experimental over the control group in preliminary analysis of data. Children in a bilingual/bicultural program in Albuquerque, New Mexico which employed HDP, demonstrated significant gains in most of the cognitive and affective areas tested. It is not clear, however, if these results can be attributed to HDP or to a combination of treatments which included HDP. More information can be obtained upon request from the Institute for Personal Effectiveness in Children.

5.5 Project funding.

The project has been carried out without outside funding. The developers donated time to initiate the work.

5.6 Project staff.

Dr. Harold Bessell, clinical psychologist; Dr. Uvaldo Palomares, clinical psychologist and professor of education; Dr. J.K. Southard, educator; Mr. Warren Timmerman, counselor and psychologist.

FOOTNOTES

1. Bessel, Harold. Methods In Human Development, Theory Manual 1970 Revision (San Diego: Human Development Training Institute, 1970) p. 43.

2. Ibid., pp. 35-42.

3. Ibid., p. 9.

4. Ibid., p. 32.

5. Bessel, Harold, and Palomares, Uvaldo. Methods In Human Development, Lesson Guide, Level I (San Diego: Human Development Training Institute).